

**PROFESSIONAL DEVELOPMENT TOOLKIT
FOR NEW AND BEGINNING TEACHERS**

STANDARDS OF LEARNING

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PROFESSIONAL DEVELOPMENT TOOLKIT FOR NEW AND BEGINNING TEACHERS

A project administered by

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Professional Development Toolkit for New and Beginning Teachers



The PROFESSIONAL DEVELOPMENT TOOLKIT FOR NEW AND BEGINNING TEACHERS is a research-based video streamed program with accompanying resource documents. The program is an outgrowth of a previous Commonwealth Educational Policy Institute (CEPI) online mentoring study at Virginia Commonwealth University. The findings of the online mentoring study revealed twelve topics new and beginning teachers felt additional university training would have led them to more effective use of best practices in the classroom. In this program, each of the twelve topics is presented in two to six stand alone video segments. The total number of segments is forty five. Suggested uses, in addition to personal viewing by K-12 teachers for self improvement, include professional development, mentor and mentee, university prospective teacher, and small or large group training.

The facilitators are university faculty and practitioners with field experience. Each is currently involved in teacher training or serves as a staff development administrator. All are currently engaged in educational research, teaching and/or educational policy development.

The teachers in the video programs are classroom teachers. Some of them were participants in the 2006 Online Mentoring Study in which the topics for this project were identified. They represent all disciplines in K-12 grades.

Resource documents for the programs are provided as PDF files to facilitate the use of the 45 video segments. The first set of documents is composed of: (1) a description of the project, (2) an introduction to program facilitators, including a definition of each topic, and a list of the video segments, and (3) a research formative study summary that helped to guide the project's development. The second set of documents is composed of: (1) a description of the project, (2) a full text transcript for each video segment, (3) a set of problems and solutions related to each video segment in the form of a work-study guide, and (4) an annotated bibliographic summary of references and Internet links for each transcript. Many of the organizations and agencies referenced in the transcripts are actively involved in the development of video and professional development presentations that support policy and advocacy.

Every reasonable effort is made to present current and accurate information. Internet content, however, does appear, disappear and change over time. CEPI, as a university-based educational policy research institute endorses no specific position of any listed group.

STANDARDS OF LEARNING

SEGMENT #3: ACCESSING STANDARDS OF LEARNING AND SUPPORT MATERIALS

VIDEO SEGMENT TRANSCRIPT

Standards of Learning (SOL): Knowledge of skills and abilities required to master state and local school K-12 curriculum standards.

Facilitator: Dr. [Bill Boshier](#), Jr. Distinguished Professor
Educational and Government Leadership and School Improvement
Virginia Commonwealth University

AUDIO	VIDEO
<p>The prevalence of K-12 educational standards across the nation makes standards prepared by state, national organizations, and subject-specific associations easily accessible to teachers and the public. Teachers can easily locate standards and support materials in addition to critiques of standards in school and local libraries and via the Internet with a simple click on key words to launch searches. Almost instantly, teachers can access a wealth of information while sitting in the classroom.</p> <p>I am Bill Boshier, Executive Director of the Commonwealth Educational Policy Institute and Distinguished Professor of Public Policy and Education. In less than 10 years it has been no small task for states and schools nationwide with great diversity in students, communities and organizations to develop a common understanding and strong commitment to a shared vision for education now and in the future with regard to standards-based instruction.</p> <p>You, as a classroom teacher, realize the enormity of that task when there is a need to gain agreement among teachers on some teaching and learning issue in your school. The state of Virginia, like other states, experienced great diversity in beliefs about what students should master at what levels when the Standards of Learning and assessment tools were being developed.</p> <p>In addition to Standards of Learning (SOL) and standards tests, the state now has a school report card. The pass rate is the determining factor for accreditation. It forms the basis for assessment of school, teacher, and student performance. The standardized tests measure competencies and reveal strengths and weaknesses. For high schools, the SOL tests are required for graduation and therefore have become high-stakes testing.</p> <p>Great concern continues to lie in areas to include parental and student anxieties over the importance of testing, performance of special education, concern about stymied creativity, expectations for English as a second language students, and graduation requirements.</p>	<p>DR. BOSHER</p>

Recognizing that such state policies and requirements place great learning curve responsibility on new teachers and raise anxiety among most teachers, great support at the state and local level is being provided in the areas of training, materials development, policy phasing, research and incentives, and in funding for teacher preparation programs. The Virginia Department of Education website (DOE@virginia.gov) provides information on most requested topics to include standards, graduation requirements, diploma types, credit requirements, report card, links to professional organizations, No Child Left Behind information, and special education.

The website, in addition to the provision of information on most requested topics, contains other information of specific interest to teachers. Included among other readily accessible documents on the DOE website are:

1. School Improvement - Information about student learning and achievement, academic reviews, improvement planning and innovative programs
2. Textbooks and Instructional Materials
3. Middle School Mathematics - Online strategies for teachers
4. Professional Development Opportunities - Training, workshops and conferences
5. Teacher Support and Retention - Initiatives, incentives, support and opportunities
6. Teacher-to-Teacher Workshops - USDOE professional development, streaming videos, courses on effective instruction in English, science, and other subjects.

Video clips of live segments of Board of Education meetings are also located on the website. Video clips often provide some insight into how other school districts in the state are responding to standards and other related educational issues.

Let's listen to teachers as they talk about their awareness levels of standards-related resources the first years of teaching and in later years.

My name is Amanda Weiss and I am a second year teacher. In my first year of teaching I was very aware of the SOL resources and support materials created for teachers by my county. Our educational specialist and my department chair were very supportive in providing information and showing me where to find excellent resources that made meeting the standards quite easy. I was not, however, aware of many of the resources offered outside my county. Towards the end of the year I became more aware of the resources located on the Department of Education website. I am sure that I'm still unaware of a lot of resources that are out there. As a second year teacher I do not teach any core discipline subjects. Thus, I cannot say that my knowledge of SOL resources has grown. In future years, should I decide to teach a core discipline, I plan to seek out more resources because I found the ones the county provided to be very useful. I would love to expand my library and knowledge on standard-related resources.

AMANDA WEISS

PROBLEMS AND SOLUTIONS

Ask yourself: What resources do you use to align your instruction with learning targets? How do you know if your student's are successful? How do you communicate information about the standards with students, families, and colleagues?

Suggested use for this module:

1. Analyze:

Please select one of the scenarios below and problem-solve a list of possible solutions. Record your ideas in the space provided. Discuss these ideas with your other educators (mentor, colleagues, or other beginning teachers).

2. View:

Watch the corresponding video on this topic. How does this information change your ideas?

3. Compare:

Revisit the scenario selected. Next, review the section entitled, "Possible Solutions" comparing the ideas listed with your own list.

4. Reflect:

How will you apply this new information to your current or future classroom? What goal will you set to help you begin to change your practices? What support is needed to help you accomplish this goal?

5. Apply:

List the first step towards change in the space below. Create a timeline for success and place deadlines in your personal planner as a reminder. How will you know when you have met your goals?

Scenarios 1 & 2: Standards of Learning

Scenario 1

Ms. Canton is a new teacher to the State of Virginia. She recently moved here from another state. She has been noticing that students are struggling with the content area vocabulary she has been teaching. In her inclusive classroom, she is uncertain which vocabulary terms within her teaching unit are really necessary for the students to master. Also, she worries about how much she has covered at this point in year and is concerned about how much depth she should provide in her lessons. What resources should she visit to alleviate these concerns?

Scenario 2

Mrs. Wang is a beginning teacher who is seeking guidance on what essential content she should be teaching in her history classes. There is so much critical information to teach in World History and Geography and she is feeling lost about how to begin teaching her standards. She wonders what she should focus on when teaching the ancient river valley civilizations such as Egypt and China. What resources should she visit for support?

Circle the scenario that you selected below:

Scenario 1

Scenario 2

Record a list of your own possible solutions here:

Summary & Goal Setting

POSSIBLE SOLUTIONS

Standards of Learning (SOL's)

The SOL's in Virginia designate the expectations for all students in each subject area (English, mathematics, history, science, technology, art, foreign language, health and physical education, and driver education). To access the standards for your subject area, visit the following website:

<http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml> Use the pull down menu to select your grade and subject areas. New teachers may also want to view the expectations for the grades above and below your teaching level after becoming familiar with your own standards. This information will provide you with a context or scaffold for the specific content that you are teaching.

Curriculum Framework

The Curriculum Framework is available for the four core subject areas (English, History, Mathematics, and Science). This supplemental document provides guidance for new teachers on which information should be taught for each Standard of Learning. The document includes teacher notes on understanding the standard, essential understandings for students, and a bulleted list of the knowledge, skills, and processes needed to be successful with each standard. To access the Curriculum Framework, please visit the Virginia Department of Education website at:

<http://www.doe.virginia.gov/VDOE/CurriculumFramework/>

Enhanced Scope and Sequence

The Enhanced Scope and Sequence includes example lesson plans and resources for instruction in the four core subject areas (English, History, Mathematics, and Science).

<http://www.doe.virginia.gov/VDOE/EnhancedSandS/>

Enhanced Scope and Sequence PLUS

This website includes lesson plans with useful strategies for differentiating learning for all students in the classroom. The lesson plans at this site include connections for meeting the needs of all learners including the following areas:

- Technology connections
- Multi-sensory information
- Community connections
- Small group instruction
- Vocabulary strategies
- Organizing content for students

<http://www.ttaonline.org/staff/sol/sol.asp>

Once you are on the Training & Technical Assistance Center website, click your area of the state. Next, select the 'SOL Enhanced' tab at the top of the page. Use the drop-down menu on the side of the screen to access your content area or standard. Visiting this website will help you incorporate research-based teaching practices into your lesson plans. The site is especially helpful for working with students with disabilities and/or limited English proficiency (LEP).

Other Curricular Resources

New teachers may also want to visit the VDOE website <http://www.doe.virginia.gov/> to access testing blueprints (weighting of test items) as well as sample released SOL questions from testing administrations administered in previous years. Additionally, beginning teachers should meet with their mentors to find out what school division resources are available for instructional planning. School division resources vary by locality, but typically include items such as Pacing Guides, Curriculum Documents, Professional Resources (books, websites, and training materials), and Assessment Materials.

ANNOTATED RESEARCH BIBLIOGRAPHY

- ❖ The results indicate that most teachers reported using the results to make instructional and assessment changes, especially those who emphasized depth of learning and higher-level cognition. Greater collaboration among teachers was reported, as well as more formative classroom assessment. Elementary teachers changed more than secondary teachers. Small to moderate effect sizes suggest important impacts on a moderate number of teachers that are more positive than previously reported for high-stakes minimum competency testing.

McMillan, James H. (2005). *The Impact of high-stakes test results on teachers; instructional and classroom assessment practices*. Metropolitan Educational Research Consortium, Virginia Commonwealth University.

- ❖ School leaders need to understand the very real demands of standards-based instruction. They must also understand their own role in ensuring that every classroom teacher is prepared to meet these demands

Jamentz, Kate. (2002). *Isolation is the enemy of improvement: instructional leadership to support standards-based practice*. (ERIC Document Reproduction Service No. ED 46944)

- ❖ To ensure that every student achieves high standards, teachers must, themselves, understand the standards - and that means having a clear vision of what achievement of each particular student would look like.

Jamentz, Kate. (2002). *Isolation is the enemy of improvement: instructional leadership to support standards-based practice*. (ERIC Document Reproduction Service No. ED 46944)

- ❖ High-stakes tests may encourage teachers to provide more depth in teaching subjects, to focus more on higher level cognition, to use more formative assessments, and to use more individualized and small group instruction, rather than to emphasize rote learning, direct teaching for English, science, and mathematics, and whole class instruction.

McMillan, James H. (2005). *The Impact of high-stakes test results on teachers; instructional and classroom assessment practices*. Metropolitan Educational Research Consortium, Virginia Commonwealth University.

- ❖ The means of achieving the standards may vary greatly within and across classrooms. In standards-based systems, teachers must develop a repertoire of differentiated strategies for meeting the variety of learning needs represented among various groups of students.

Jamentz, Kate. (2002). *Isolation is the enemy of improvement: instructional leadership to support standards-based practice*. (ERIC Document Reproduction Service No. ED 46944)

- ❖ Effective standards-based instructional practice requires that teachers
 - Work effectively as part of a team
 - Use data to guide instruction
 - Collect accurate data on student performance
 - Align instructions to standards
 - Communicate standards for student performance to parents and students, and help students assess their own progress in relation to these standards
 - Understand expectations for student performance

Jamentz, Kate. (2002). *Isolation is the enemy of improvement: instructional leadership to support standards-based practice*. (ERIC Document Reproduction Service No. ED 46944)

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